

# Bramley Vale Primary School

## Inspection report

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<b>Unique reference number</b>	112503
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378500
<b>Inspection dates</b>	3–4 May 2012
<b>Lead inspector</b>	Kenneth Thomas

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Godber
<b>Headteacher</b>	Sharon James
<b>Date of previous school inspection</b>	9 December 2008
<b>School address</b>	York Crescent Doe Lea Chesterfield S44 5PF
<b>Telephone number</b>	01246 850289
<b>Fax number</b>	01246 859853
<b>Email address</b>	headteacher@bramleyvale.derbyshire.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	3–4 May 2012
<b>Inspection number</b>	378500



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## Introduction

Inspection team

Kenneth Thomas

Additional Inspector

This inspection was carried out with two days' notice. Parts of nine lessons were observed and six teachers were seen teaching. The inspector also observed a school assembly, looked at pupils' work, listened to pupils reading, and analysed the school's data on their progress. The inspector held meetings with the Chair of the Governing Body, staff and groups of pupils. He took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including procedures for keeping pupils safe and the minutes of the governing body. The inspector analysed 59 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

## Information about the school

This is a smaller-than-average primary school. Almost all pupils are of White British heritage, and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is above average. The proportion with a statement of special educational needs is average. The school meets current government floor standards, which set the minimum expectations for attainment and progress. The school holds a number of awards including National Healthy School Status, the Basic Skills Quality Mark, the International School Award and the Speaker's School Council Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is a good school. Its strengths stem from the excellent leadership of the headteacher and a shared determination that all pupils should achieve equally well. Parents and carers are overwhelmingly supportive. The school is not outstanding because teaching is not consistently of a high enough quality to ensure that recent improvement in pupils' achievement is firmly embedded.
- The achievement of all groups of pupils, including disabled pupils and those who have special educational needs, is good. Attainment in writing and mathematics at the end of Year 6 is average. Reading is taught well throughout the school, and attainment in reading is above average. Pupils in Year 6 made particularly rapid progress in English and mathematics in 2011.
- Pupils' good progress is due to much good and some outstanding teaching. There are, however, a few inconsistencies. Sometimes pupils spend too long listening to lengthy introductions or explanations and opportunities are missed to help more-able pupils to make more rapid progress. Marking does not always provide enough guidance on what pupils must do to improve their work.
- Pupils' enjoyment of school is clearly demonstrated by their above-average attendance and exemplary behaviour. They willingly take on responsibilities and make excellent contributions to the school community. Pupils know how to keep themselves safe, and parents and carers agree that they are kept very safe.
- Outstanding leadership of teaching and management of performance are key factors in this rapidly improving school. The headteacher has developed an exceptionally strong team ethos as all staff and the governing body willingly share responsibility for driving the school forward. Imaginative curricular planning, particularly for outdoor learning, means that learning is purposeful and enjoyable. The development of pupils' interest in the world around them makes a strong contribution to their excellent spiritual, moral, social and cultural development.

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## What does the school need to do to improve further?

- Raise achievement and increase the proportion of outstanding teaching by ensuring that:
  - teachers' explanations are not too long, so that pupils are given more opportunities for independent learning
  - all marking reflects the best practice that already exists, so that all pupils know how to improve their work to accelerate their progress further
  - more-able pupils are provided with an appropriate level of challenge in all lessons.

## Main report

### Achievement of pupils

Children's attainment on entry to the Early Years Foundation Stage is generally well below national expectations for their age. They make good progress in building their skills and knowledge by the time they enter Year 1. Pupils continue to make good progress in Key Stages 1 and 2. As a result attainment in Year 6 is now average, and rising. Classroom observations, the work seen in pupils' books and school assessment information confirm this improving picture. Disabled pupils and those who have special educational needs make good progress because their individual education plans set out exactly how they can improve their work, and they receive carefully tailored support in lessons from the teacher as well as from teaching assistants. Teachers ensure that they are included in discussions and that they play a full part in the classroom. More-able pupils also achieve well, although they are sometimes capable of reaching even higher levels in their work.

During the inspection the good learning of the overwhelming majority of pupils was evident in most lessons. They respond well to interesting and challenging activities and demonstrate the ability to work effectively, both independently and collaboratively. This was exemplified in an excellent literacy lesson, where Year 5 and 6 pupils worked enthusiastically in small groups to construct storyboards to guide their extended writing. The activity captured their interest and helped to develop their questioning and speaking skills, which in turn are supporting higher standards in independent writing.

The school places an appropriate emphasis on the development of pupils' reading skills, and they develop a good understanding of the sounds that letters make because this is taught systematically. Reading resources are interesting for all pupils and they show considerable enjoyment in their regular reading opportunities. As a result, attainment in reading is about a term above average by the end of Year 2 and when pupils leave the school at the end of Year 6.

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## Quality of teaching

Almost all parents and carers justifiably consider that their children make good progress because of good teaching. Strong teamwork between teachers and support staff ensures the needs of all pupils in the mixed-age classes are met well. Teaching assistants are deployed effectively to ensure that pupils who need additional support make good progress in their learning. All lessons are characterised by excellent relationships between teachers and pupils. Because pupils readily meet teachers' high expectations of behaviour, lessons proceed at a good pace and without disruption. This contributes significantly to pupils' good progress and achievement. For example, in a numeracy lesson for Years 1 and 2, pupils made rapid progress in understanding the use of bar graphs to represent data because they were able to move around the classroom, taking and recording different measurements, without disturbing the work of others. This contributed to a very purposeful and productive learning atmosphere. In a few lessons, teachers sometimes talk for too long and more-able pupils do not always make the same accelerated progress as their peers when the work is not always matched precisely to their needs. There are examples of very effective marking of pupils' work, but this is not always the case. In some instances written comments are restricted to encouragement rather than detailed feedback on what they need to do to improve their work.

In the Early Years Foundation Stage, common features of effective teaching include a good balance of adult-led and child-initiated learning, both indoors and outdoors, and an ongoing focus on letters and sounds. Adults know children exceptionally well and the effective use of assessment to monitor their progress ensures the needs of each child are met.

Pupils' personal and academic development is also supported by a good curriculum that places a firm emphasis on the development of literacy and numeracy skills. This is reflected in the impressive amount of pupils' work in English and other subjects that is on display around the school, which celebrates independent writing and increases pupils' confidence. A particularly innovative feature of the curriculum is the excellent range of opportunities provided for pupils to learn through the natural environment. These make a significant contribution to pupils' outstanding spiritual, moral, social and cultural development. By the time pupils leave school, most are mature individuals who are well prepared for the next stage of their education.

## Behaviour and safety of pupils

Behaviour and safety are outstanding. All of the parents and carers who responded to the questionnaire were confident that their children are safe and well looked after at school. Almost all rightly considered that behaviour is consistently good. Children in the Early Years Foundation Stage settle quickly into school, and rapidly learn what is expected of them. This establishes the foundation for the excellent behaviour observed in the rest of the school. As a result, pupils feel safe and understand how their actions contribute to a safe learning environment for everyone. They behave

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exceptionally well in lessons and conduct themselves in a thoughtful manner when moving around the school and playing outside. Pupils' questionnaire responses and pupils spoken to during the inspection show that they believe behaviour to be good and that disputes, or bullying of any kind, are extremely rare. They have every confidence in adults and would seek their help if they had a worry or concern. Excellent relationships are apparent throughout, with staff acting as very positive role models. This has a clear impact on pupils' spiritual, moral, social and cultural development.

Pupils' attendance has risen to above average because of the innovative action taken to reward good attendance and minimise holidays taken in term time. They are keen to start their lessons and show very positive attitudes to learning. They work hard and are very clear about what the school expects from them when they are working and playing together. They have a well-developed understanding of right and wrong and display good levels of tolerance and respect. They seek out opportunities to take on posts of responsibility, such as being members of the school parliament, and by taking part in the school's nomination and election process they learn much about the democratic procedures that underpin British society.

### **Leadership and management**

Under the highly effective leadership of the headteacher, the school has moved forward rapidly since the last inspection and a common sense of purpose and drive among staff at all levels means it is very well placed for further improvement. Pupils' attainment by the end of Year 6 is rising rapidly and the rate of progress accelerating. Good-quality professional development has a strong impact on all aspects of the school's work. The quality of teaching is monitored systematically and staff have responded positively to leaders' initiatives to drive their practice forward. Very effective strategies for improving the quality of teaching, based on strong teamwork and trust, have tackled areas of weakness and led to teaching that is typically good throughout the school. All of the issues identified in the last inspection report have been fully addressed. Assessment information is now used very effectively by leaders and teachers to track pupils' progress and identify where additional support may be needed. This is contributing to the rise in standards, and is instrumental in ensuring that there is no discrimination and all groups are increasingly making equally rapid progress.

The curriculum is supported by a rich environment that provides memorable learning experiences. Pupils enjoy the extensive forest area, which provides a stimulating outdoor learning environment where they engage in a wide variety of practical learning tasks. This adds greatly to pupils' enjoyment of school and to their spiritual, moral, social and cultural development. Assemblies also make a strong contribution to pupils' spiritual development. The school is active in developing their awareness of different cultures, as acknowledged by the International School Award.

The school benefits from the support and challenge offered by an effective governing body. Its members are well informed about school performance through monitoring

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visits and detailed reports from the headteacher. They have worked closely with staff to ensure that safeguarding procedures are of high quality and all staff are fully trained in these matters. As a result the school has the full confidence of parents and carers regarding their children's safety. The school ensures that all parents and carers are very well informed about their child's learning, well-being and development. As a result, parents and carers feel valued and respected as partners in developing their children's learning and improving the life of the school. The school's links with broad range of partners have a highly positive impact on outcomes for pupils.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 May 2012

Dear Pupils

### **Inspection of Bramley Vale Primary School, Chesterfield, S44 5PF**

Thank you for the warm welcome you gave me when I inspected your school. Your views were very helpful and I enjoyed our discussions with those of you I spoke to in lessons, in meetings and around the school. Thank you too, to those of you who completed the questionnaire. The school provides you with a good quality of education and your attainment is average and rising at the end of Year 6.

You told me how much you enjoy school. I saw how you listen carefully to what your teachers have to say and are willing to work really hard in your lessons. Your excellent behaviour is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This is one of the reasons you are achieving well. In order to raise achievement even further I have asked the teachers to make sure that you do not spend too long listening to explanations, and that those of you who are capable of reaching the highest levels are really stretched in all of your lessons. The teachers spend a lot of time marking your work and I have asked them, when they do this, always to give you clear guidance on what you have to do to improve it. You can all help yourselves to make more progress by trying hard to follow the advice you are given.

You told me how much you enjoy the many opportunities provided to develop and display your creative abilities and I observed how well these opportunities contribute to your excellent spiritual, moral, social and cultural development. You also told me how adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. I think that everyone at Bramley Vale can work together to do these things, and that you will all want to play your part by continuing to look after each other and working really hard in all of your lessons.

Yours sincerely

Kenneth Thomas  
Lead inspector

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